An Argument and Analysis of the Crisis of Moral Education in Contemporary China

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Abstract: The purpose of this article is to analyze the important problem of moral education crisis in depth so as to learn from the general work colleagues and experts and scholars. This paper holds that there are three aspects in the deep crisis of moral education in contemporary China: the moral education goal of reducing and restraining oneself, the ideal of moral education divorced from reality, and moral education that focus on fame and wealth and despise essence. The innovation of this paper is the combination of contemporary social Chinese "moral crisis", and deep reflections on the crisis of moral education, which contributes to carry out a variety of practical action, such as "moral education", "rule of virtue" and "moral reconstruction" etc., and cultivate the man of morality and the man of wisdom.

Introduction

Kant once said: "Two things fill me with constantly increasing admiration and awe, the longer and more earnestly I reflect on them: the starry heavens without and the moral law within." [1] As an important part of personality, morality is the core and dynamic factor in the personality structure of man. Moral education can cultivate the noble moral sentiment and moral character of the man, and its spiritual power plays an important role in the development of the individual and the society. Since ancient times, China attached great importance to morality, and is "moral country" or "a state of ceremonies". However, the moral situation in China today is not optimistic. Therefore, this paper makes a deep demonstration and analysis of what the aspects of the crisis of moral education are in contemporary China. Since 1990s, the ethical discussions in Chinese ethics have been focused on such topics as "rule by virtue", "moral crisis" and "moral reconstruction". President Xi Jinping has repeatedly stressed that "further pointed out and adhere to moral education", which are enough to highlight the importance and necessity of clarifying the crisis of moral education.

The Moral Education Goal of Reducing and Restraining Oneself

Our current moral education is based on the "dedication ethics" and collectivism principle, and instilled "selfless" and "selflessness" moral concepts to the educated. The goal of moral education is to belittle oneself as the premise, mainly in the following points:

First, "entertainment reduced the noble spirit of moral education." The contemporary moral education believes in the happiness of the body, not the moral spirit of the mind. It is a random interest imitations or game experiences, rather than persistent and firm values of values and seriousness or ideals... [2] Moral education tends to be entertaining and game-oriented. It is not moral education, because it cannot cultivate people with good and good action. And it can only lead people to one way of development and nonhuman, and releases and develops the animal nature of human beings, instead of showing good factors and positive factors in human nature. The noble or admirable nature of the thing points to the good order of the soul, which is the most admirable thing among mankind. For the admiration for the advantages of human beings, apart from the special hypothesis, we can't explain it from the hedonism or utilitarianism position. [3] The ethical
foundations of life have been shaken and even collapsed under the domination and the left and right of the principles of entertainment. Therefore, moral education has lost the moral factors and the power of education. This kind of moral education fosters and produces more "the prisoner of desire" and "the machine of pleasure", which is the "last man" in Nietzsche's eyes. Though they pursue, they do not have spiritual pursuits. They have aspirations, but they are keen on obtaining benefits. Despite endless happiness, they fail to experience real happiness.

Second, "scientific" has broken the overall pursuit of moral education. When Socrates stressed "to know yourself", he brought philosophy back from heaven to earth. Since then, people have tried to seek another possible direction for the existence of human beings and the education of human beings. This is an inward seeking path, and the essence of which is to try to get rid of the external constraints of human beings. It makes people find the meaning of their existence from the life of man and man. In the world of people's ethical life, "moral ethics" is gradually replaced by "normative ethics". Nihilism emerged in moral education. "Knowledge" is beyond "Virtue". The scientific development of moral education is a fanatical pursuit of pure positivism and objectivism. After all, it is difficult to get rid of the fate of "scientific segmentation" and "formulaic" calculation. There are no other ways but by understanding people's life and behavior can they know themselves. Any attempt that we put what we found in this field into a single and simple formula is all going to fail. [4] The richness, integrity, flexibility and fresh activity of human moral life are fragmented by science, and it is difficult to understand people's moral life from the perspective of macro integrity. Moral education sticks to normative ethics instead of salvation of the soul. Moral education cannot find meaning and trust in the spiritual world, and would go to the state of nothingness that is difficult to be understood.

Third, "devaluation" disintegrates the highest value of moral education. When moral nihilism and hypocrisy spread the spread basis, education cannot be rooted in the "transcendental field" of ultimate value, but instead of giving up value guidance. At the same time, the individual no longer obtains spiritual sublimation by teaching. That is, the original meaning of education is the communication between the spiritual world and the transcendental world, and the form of the constructive call for the individual to echo the ultimate value. Now, the ultimate value is no longer true, and Enlightenment loses the ultimate basis and the ultimate goal, and spiritual education is no longer needed. "What kind of person" is no longer a matter of education about individuals. Education has no right to educate individuals "what kind of people to become". The "de value" of moral education means that moral education can only focus on worldly goals, and it is a means or ability to satisfy people's interests and desires, and its important purpose is to train people to form some good qualities. That is, in the absolute measure of "interest and desire", the so-called education is only the transmission of knowledge that can satisfy the "interests and desires". The so-called moral education is to allow people to learn to regulate the conflict of desire. What education can do is to make people better, more efficient, and more orderly (and moral) to meet "interests and desires". Nihilism in education means the ultimate ideal of education and the highest goal of self-devaluation, that is to say, the highest value of supporting education has collapsed.

The Ideal of Moral Education Divorced from Reality

There is no doubt that the moral goal of supreme perfection such as selfless, in fact embodies an idealistic goal. But the transcendence of the ideal to reality does not mean that we can disregard reality and be divorced from reality. This ideal of moral education, which is divorced from reality, mainly consists of the following three points:

First, "technicalization" dispels the belief of moral education. Morality is controlled by technology, moral technicalization, utilitarianism and benefit, but loses its intrinsic value. The world of moral education is filled with the instillation of moral norms, and it dispels the value and function of moral ideals, moral beliefs and moral feelings in people's moral life. Moral education cannot focus on the meaning world and spiritual life of human beings. It is impossible to show people better and more valuable life style, and cannot provide people with the value and dignity that can show people. The moral education is far from the construction of the spiritual home of people,
and exiles the questioning and thinking of the meaning and fate of life. Human's ontological value cannot be developed, and people no longer have any real personality. The individual's spiritual life is no longer dependent on itself, but a means and tool for the pursuit of interests. This objective fact directly dispels the theoretical foundation of the existence of moral education. Instrumental rationality dispels the moral character of education and threatens the legitimacy of education. It also directly threatens the legality of moral education and the existence of moral education. Moral education should regard moral self as the purpose, so as to promote the construction of moral self-meaning world, and guide individuals to constantly think about and pursue their favorite and beautiful life. However, under the shroud of instrumental rationality, everything became a bubble, and all became illusory and even delusional.

Second, "image" deconstructs the essence of moral education. The human beings in the consumer society have entered an era of interpret drawing, and people also become "images of people". People no longer use profound thought as the pursuit of the goal, the level of people's aesthetic sense is limited to the low level. The simple image causes the mental retardation, simplification and simplification of human beings. In our life, standardized positive education with various social phenomena of the lustrous and dazzling; On the one hand is the pledge of "always ready to make contributions" and the instillation of values of collectivism and altruism. On the other hand, it is a highly secularization, materialism and public utilitarianism. A double mix of people gradually learns the sophistication and hypocrisy of the world. In essence, the penetration of consumption culture is a serious impact or even deconstruction of education, mainstream and unification. In the battle of value, deconstruction replaces choice. "Consumerism has removed the foundation of morality - the quality of virtue, but instead establishes a new ethic, which is the quality of desire." [5] The satisfaction of desire is the only goal of life, and luxury is regarded as a "Virtue". The people in the whirlpool are self-centered, no sense of responsibility, no real freedom, no soul. Morality is no longer committed to the formation of personality, but is a tool attached to consumption, the purpose of which is only for the individual to be able to consume and be consumed better.

Third, "demoralization" removes the core of moral education. The purpose of moral education is to make people better and more to be what he is and what he can, to make people live a better and happier life. But with the change of the person's living situation, the basic idea of moral education has changed, because any moral spirit has its own special ecosystem. If we abstract any element, it may lead to one sidedness. Only in this ecosystem can we have reality and rationality. But contemporary moral education has not changed with the transformation of people's living conditions. It not only made people more human through education, but also made human nature more depressed. It not only did not make people get more perfect development, but made human nature go one-sided and deformed; not only does it make people live a better and happy life, but it makes people fall into the loneliness they never had. It is not the possibility of more life, but a narrower vision of life. The more educated, the feeble vitality. The more education it is, the more pain and misfortune the mind endured. "Moral education has become an object that is relative to human needs. It has become the antagonism of human liberation, and moral education is alienated." [6] The moral value of moral education is "dispelled", and its own value gradually tends to neutrality. This separation means the spirit of moral education is no longer care center, and the spirit is no longer the guidance of education and the achievements, problems related to mental change of education has been thrown out.

**Moral Education that Focus on Fame and Wealth and Despise Essence**

Whether it's a moral education that belittling oneself or a moral education divorced from reality and pursue an ideal moral education is a false reflection of the essence of moral education, which leads to improper moral education. Specifically, the same light solid way of moral education mainly has the following three points:

First, "Relativism" dispels the absolute value of moral education. Value relativism can alleviate
the confusion that people face in the choice of value, and often become a practical choice for most people. People's lack of initiative to deal with the consciousness of moral relativism will lead people to fully understand and understand the local culture and foreign culture, traditional culture and modern culture, and get lost in the conflict of morality and value in the multicultural conflict. In addition, the development of moral relativism to the extreme is "what to do" and "how to do all", and the result is the collapse of the moral order. This kind of moral education can only be said to be the "lost soul" education. [7] The worrying thing is that not only does moral education fail to recognize that the plight of relativism that is likely to lead to moral education. And to a great extent, moral education follows the basic ideas of moral relativism and makes relativism a guiding principle for moral education. Therefore, the moral education often adopts the neutralism education strategy and maintains the neutrality on the value problem. The concrete manifestation is that moral education does not involve the content of value guidance, and acknowledges the legitimacy and rationality of all kinds of values. Even if the knowledge is wrong and incorrect, moral education cannot criticize it, but can only keep silent. What moral education can do is to show all kinds of values as much as possible so that individuals can choose freely from them according to their own wishes.

Second, "mass culture" disintegrates the ultimate meaning of moral education. The mass culture, which is characterized by entertainment, consumption and falsehood, makes the moral body die quickly, and the man is the slave of his own desire. "In the modern technology civilization society, people feel that education has become the practical interests of the humble waitress, and the tool of the pursuit of desire." [8] This makes moral education unable to respond quickly and accurately to reality. It is impossible to give a convincing explanation of the hot, doubtful and difficult issues that people pay attention to, and to provide sufficient spiritual nourishment to the rich and diversified development needs of the people, so that moral education is reduced to the embarrassment of losing faith and aphasia. Mass culture attaches importance to the entertainment and consumption of life, rather than the content and purpose of life. To live a moral life and to be a moral person is not within the scope of mass culture. The absolute advantage of mass culture erodes the meaning of moral life and moral education, and collapse the pursuit of the ultimate meaning of possible life. Therefore, it has also lost the moral spirit and faith, and the cultivation of the quality of virtue. We cannot thoroughly criticism, reflection and boycott of the mass culture with entertainment and consumption as the main character in the discourse of modernity, but we should try to find a way out and the relative balance of the relative harmony, we must seek the new way of moral education.

Third, the "dualistic division" draws away from the psychological experience of moral education. In the transition from the classical to the perspective of modernity, the self-identity of education has changed greatly. The requirement of objective knowledge instead of the shape of subjective spirit has become the main tendency of education. Thus, in the classical way, the spiritual form belonging to unity, became dualistic division, and the knowledge and spirit began to alienate. The undifferentiated nature of mental experience and the comprehensive logic of knowledge are the fundamental differences. The subjective validity of educational knowledge has been strongly questioned, and humanistic education has been in the spiritual crisis of modernity. When moral education becomes a kind of work, it will become vulgar and practical. It is more and more far away from its spiritual enlightenment function. Instead, it has increasingly become a process without spiritual meaning, rather than a creative activity of people's discovery and inspiration to the soul. All the work of education is simply to impart natural and reasonable values to people through various ways of indoctrination. People are like sausages waiting for filling various specifications and concepts. They only think about the right things, can only do the right thing "", even have the opportunity to stand up and speak about are also educators to speak “clichés”, “official words” or “bragging”. Therefore, the whole moral education is almost the monologue, people just listen and remember only read hastily and without thinking what they should do what to do. A living life at this time has no dynamic, creative words, not to mention its own situational experience and self-determination.
Conclusion

"An unexamined life is not worth living." Socrates believes that to be a sincere and complete person, people must put his life and faith in himself to test it - "why do I live like this?" Further, only by self-testing can talents have true happiness. In other words, we have to follow certain guidelines of thought and action if we want to live a happy life. And morality, as a public norm, is a quality in which we look at our lives for a long time, in thoughts and actions. The importance of moral education to individuals, to society and to the country is obviously self-evident. Over the past 40 years, our country's economic construction has been advancing by leaps and bounds. The construction of material civilization has been greatly improved, but the progress of spiritual civilization is slow. The problems exposed in the field of morality warn us that we must study deeply the deep crisis of contemporary moral education. As President Xi Jinping stressed in his speech, the importance of moral and moral education should be strengthened, and the society should grasp the construction of morality. Spiritual civilization and material civilization, like the two wheels of a car and the wings of a bird, need to be balanced. At present, facing the big data age, which is accompanied by the economic tide and the technological revolution, we must be deeply aware of the deep crisis in moral education, make full use of large data, and develop a new theory of moral education in the era of big data. And we should make a solid foundation of moral environment for the implementation of "moral education" concept of education, practicing the core values of socialism, and realizing the "Chinese dream".

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